



# PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



## SELF EVALUATION REPORT

Mr. G. Rees  
Headteacher

Mrs. S. Bradshaw  
Chair of Governors

Review Date: 2022  
Next Review Date: 2025

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# PONTARDDULAIS COMPREHENSIVE SCHOOL

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At Pontarddulais, self-evaluation is based on clear and simple principles supported by a meaningful structure and process. The process continues to be refined via the sharing of best practice, learning from experiences and listening to staff. All aspects of self-evaluation will be supported by Estyn guidance.

### 1. Aims

The Self-Evaluation Policy will ensure that:

- The prime focus of self-evaluation is to improve the standards achieved by pupils;
- All self-evaluation activities are open, honest and collaborative; highlighting areas of strengths and recommendations;
- The school establishes a culture of review and improvement that pervades all levels of the school staffing structure;
- First hand evidence, such as lesson observations, learning walks, listening to learner sessions, data analysis and product review, is used to support the self-evaluation process;
- Leaders and managers improve their skills thus improving the performance of their areas;
- Areas for development are actioned and supported to improve.

### 2 Roles & Responsibilities

- The lead for the school's self-evaluation processes will be the Assistant Headteacher for Standards & Self-evaluation
- Heads of Department and Areas of Learning & Experience (AoLE) are responsible for:
  - leading their departments and AoLE self-evaluation activities and producing a department development plan and department self-evaluation report;
  - collating evidence of SE;
  - undertaking regular and rigorous product reviews;
  - monitoring action points arising from lesson observations and product reviews.
- All staff have a responsibility to take an active role in all self-evaluation processes.
- Governors that are linked to specific areas within the curriculum will be involved with self-evaluation whenever it is appropriate.







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Examples of the activities that take place during the year are;

- Analysis of pupil data, including the comparison of the performance of specific groups, within the school and with benchmarking and family group.
- Pupil product monitoring undertaken by HT, Aspiring Leaders and Heads of Department and AoLE.
- Lesson observations linked to reviews and performance management
- Learning walks
- Listening to learners sessions and questionnaires
- Parent forums and questionnaires
- Progress checker- Pupil progress monitored by progress managers, AoLE coordinators and heads of department which is cross matched and actioned.
- Moderation of pupils' work to inform end of key stage assessments.

### 5. Reviews

#### 5.1. Standards Review

During the autumn term all departments will take part in reviewing the standards of their area/ department. Standards review documentation will be provided by the curriculum deputy early in September. Departments will then complete an analysis of the data and participate in timetabled review meetings with the HT. The completed documentation will provide evidence for the department's SER IA1 & 2 analysis.

#### 5.2. Whole School Review

The whole school review will take place during the spring term. The focus will change from year to year and involve all areas. Again, the completed documentation can be used as evidence for the SER.

The review will be led by the HT, specific TLR holders or Aspiring Leaders group: It will also involve all staff as reviewers of pupil's work and lessons as a result of the particular focus of the review.

#### 5.3. Intervention Reviews

Intervention reviews are specific reviews that take place as a consequence of either a fall in pupil outcomes or areas that have been identified that need immediate support. The outcomes of the review will result in an action plan that will be monitored and evaluated by a member of the HT supporting the relevant Head of Department.

#### 5.4. External Reviews



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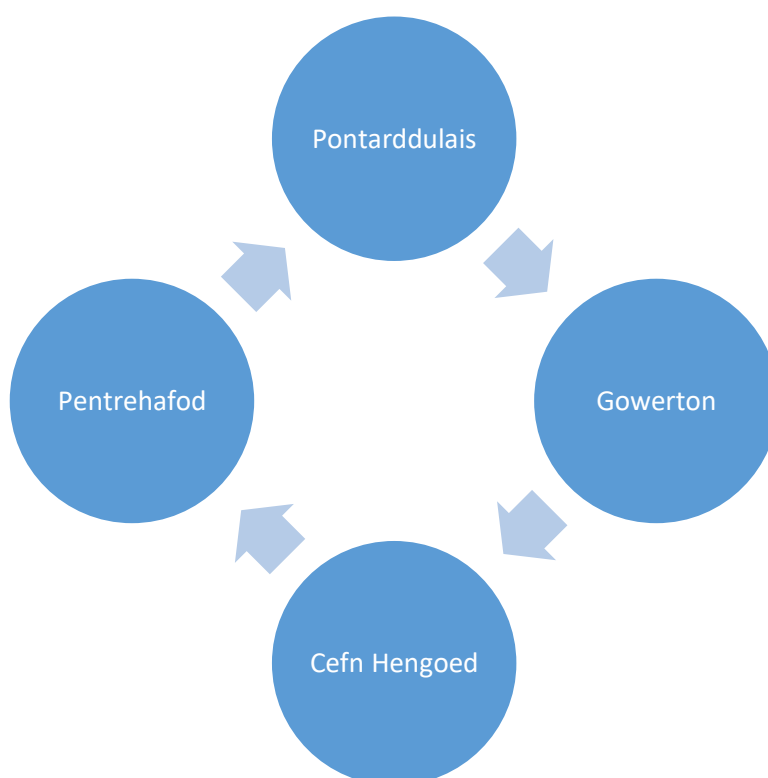
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As part of the ongoing self-evaluation cycle the school also uses outside agencies such as LA and HMI to review areas and subjects within the school. At the beginning of the year the HT adds to the SE schedule the areas that will be reviewed in the forthcoming year.

### 5.5. School-to-School Reviews

Each term, 2-3 departments from within the school will be reviewed by another secondary school's department and reciprocate the process. This involves three other secondary schools from within Swansea: Cefn Hengoed Community School, Gowerton Comprehensive and Pentrehafod School. Each review takes place over one day and consists of data analysis, product monitoring, lesson observations, learning walks and listening to learner sessions. The review school writes a report and gives feedback to the department and leadership team.

For each of the above reviews, a summary of each will be presented to the Governing Body (A full version will be made available after the review cycle) and all staff. A full version will be presented to the relevant areas in a feedback session.





### 6. Self-Evaluation Processes

For there to be effective self-evaluation present within the school there must be a robust and open programme that supports the evaluations made, identifies areas for development and consequently improves the standards within the school. It is important that SE is embedded throughout the school and is seen as supportive of continuous improvement rather than solely part of a monitoring process. All SE activities are designed to improve provision for pupils by sharing best practice and challenging areas of concern. There are many activities that take place during the year which lend themselves to SE such as:

- ERW categorization visit
- Standards Review and data analysis
- Progress Checkers
- SDP monitoring
- Reviews

However there are others that are specifically used for SE. These are:

- Product Monitoring;
- Listening to learners;
- Lesson Observations; and
- Report moderation.

#### 6.1 Product Monitoring

Every member of staff has their product reviewed at some stage throughout the academic year. A schedule is used to organise the staff into either Autumn, Spring or Summer Term. The product is usually reviewed by a member of the headship team, although may be by one of the aspiring leaders if reviewed as part of the spring review. The term **Product** can refer to exercise books, booklets, a 3D piece, online Hwb space, tablets, audio and video files, images and many more. Product reviews can take place as a one to one session, group delivery or pupil led. Feedback is given to each individual/department on areas of strength and recommendations.

#### 6.2 Listening To Learners

Listening to learner sessions take place every term as part of the SE cycle. Sessions can be led by a member of the Headship team, Aspiring leaders, a Head of department or an AoLE coordinator. A small group of pupils is selected to take part in a discussion about their learning and work. A set of questions is used by the



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Teacher to lead the discussion. Pupils bring along their books, as well as a PC so they can access their online space to discuss ICT based projects. Feedback is given to each individual/department on areas of strength and recommendations.

### 6.3 Lesson Observations

At Pontarddulais we want the best teachers to be in front of our pupils. It is important that we see lesson observations as a dialogue between observer and teacher and a good tool that we can use to move forward. We can all learn from each other and adapt what we see to suit our needs. We expect our teachers to:

1. Have excellent subject knowledge
2. Have high expectations
3. Plan effectively and have clear objectives
4. Use a range of teaching methods and resources
5. Be good language models
6. Establish positive learning relationships with pupils
7. Have effective behaviour management
8. Have effective working relationships with support assistants
9. Create challenging work for pupils of all abilities

Calls on the quality of the lesson may be given as part of performance management or reviews observations. No calls are to be given for peer-to-peer observations or learning walks. These are to be used as professional development and allow colleagues to collaborate with the planning, focus and support live coaching. For more information on these types of observations please see the school's CPD policy.

### 6.4 Learning Walks

Learning walks have been introduced as part of the self-evaluation cycle. They take place during the summer term as a way of sharing good practice throughout the teaching staff. Each member of teaching staff requests staff they feel they would benefit from seeing. The learning walk takes place over a one hour lesson

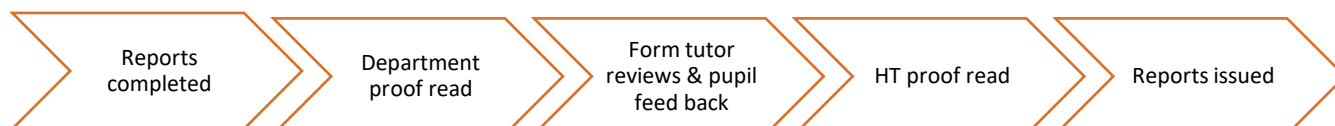
### 6.5 Report Moderation

The school recognises the importance of producing reports of high quality. We must make sure that reports are issued to parents without errors and are a fair and accurate picture of their child's performance. In order to ensure this, all reports will be moderated by Heads of Department in the first instance followed by a member of the HT. Time will be set aside during the Monday meetings for staff to undertake this process. Form Tutor reviews will be scheduled during this time so that pupils will have the opportunity to give feedback on their report



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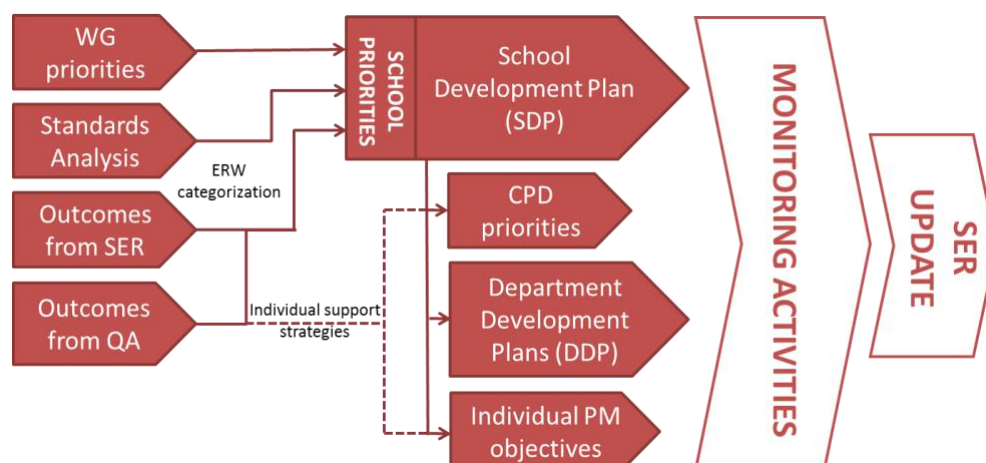
The Assistant Head for Curriculum will lead this process supported by the relevant Progress Manager. Feedback from parents will also be gathered during the year using questionnaires of how we can improve the reports.



## 7. Self-Evaluation Report (SER) & School Development Plan (SDP)

Two documents drive the school's self-evaluation process. The SER for the school evaluates the overall performance of the school using Estyn criteria on an annual basis. There are 5 sections to the SER which directly match the CIF. Each department completes their own SER based on the performance of their own departments. In both cases the SER highlights areas for development that are then actioned within the school's development plan and the department's development plan.

The SDP whilst integral to the Self-Evaluation Cycle is also the school's "working document". This document is the school's reference point for the year ahead. It contains the key tasks and development strategies to support the school priorities, outcomes from SER and QA and emerging priorities.







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Evaluation  
of current  
performance

Prioritise  
Improvements  
& set  
targets

Plan & develop  
strategies  
for  
improvement

Monitor the  
impact. Do  
strategies result  
in raising  
standards &  
school  
Improvement?

Evaluate the  
new  
performance  
data and update  
the SER

### Self – Evaluation Activities

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Performance management lesson observations (HT)</li> <li>• Product review (HT)</li> <li>• Listening to learners (HT)</li> <li>• Whole school &amp; AoLE snapshots</li> <li>• Standards analysis</li> <li>• Standards reviews</li> <li>• Update SER IA1&amp;2</li> <li>• S2S Subject Review</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Spring review lesson observations (HT &amp; Asp leaders)</li> <li>• Product review (HT &amp; Asp leaders)</li> <li>• Listening to learners (Asp leaders)</li> <li>• Whole school &amp; AoLE snapshots</li> <li>• Update SER IA3</li> <li>• S2S Subject Review</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Learning walks (All staff)</li> <li>• Product review (HT)</li> <li>• Listening to learners (AoLE Coordinators &amp; HOD)</li> <li>• Whole school &amp; AoLE snapshots</li> <li>• Update SER IA3</li> <li>• SDP final review &amp; write new</li> <li>• PM objectives review &amp; write new</li> <li>• S2S Subject Review</li> </ul>

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